Name: Rachel Fischhoff Grade: 5 Date: May 1, 2012

Reading on and other strategies

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| Lesson Sources: Navigating Nonfiction, XII |
| Lesson Objectives: Students will understand new and unfamiliar words by reading on |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: article |
| Prior Knowledge and Skills Needed: familiarity with article |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, yesterday we talked about how building a picture in our mind as we read can help us figure out tricky words. * Today I want to talk about another great strategy readers use—reading on. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Sometimes, when I’m reading and I come across an unfamiliar word, I feel lost! I might not know how to pronounce it, it doesn’t seem to have a root word I am familiar with, and even with a picture in my mind, I’m just not sure. * Sometimes, when I feel like this, what I really need is more information, and that means I need to read on! * Today I want to talk to you about how by reading on, we can make sense of tricky words. * This word might be familiar to some of you who are researching earthquakes, but I wasn’t quite sure what to make of it. Let me read to you the passage where I came across this word. * “Did you feel the tremors last night?” Duffaut asked * The what? Hmmm, I’m not sure what a tremor is. Let me read on. * “Yes, I had felt the ground shake in my hotel room” * Okay, now I have a better idea. It seems like tremors is another word for the ground shaking, like during an earthquake. It also seems like maybe it’s not as bad as the earthquake itself, but they still sound scary! | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**   * Now I want you to try this strategy on your own. I came across another unfamiliar word—conservator. It appears a few times in this passage. As I’m reading, pay attention to the clues you can collect about the meaning of conservator. At first, it may seem very unclear, but as I read on you’ll learn more and more… * *Read passage* * Turn and talk: What does a conservator do? How do you know? | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk | * How will you assess students’ understanding of the teaching? * How will you give feedback? |
|  | **4. The Link**  Today and everyday, when you encounter unfamiliar words, remember to read on. Sometimes all you need is a little more information! | **(Workshop Time)**  Reading workshop | * Conferring * Book groups |
|  | **5. Closing (at the share)**  Reading share |  |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?